*This AVID Handbook has been designed as a guide to the key components in the IISD AVID Program and serves as a brief overview for students, parents, educators and community members.*

**Table of Contents**

**AVID Vision, Mission and Goals 1**

**What is AVID? 2**

**Parent Letter 4**

* **Binders**
* **Planners**
* **Tutorials**
* **Supplies**
* **Class Guidelines**
* **Grading**

**Parent Contact Information Form 7**

**Contract Agreement (Campus Specific) 9**

**Binder Contents 11**

**Binder Rubric (Campus Specific) 13**

**Directions for Taking AVID Notes 15**

**Cornell Notes 16**

**Summaries 18**

**Cornell Note Paper Sample 19**

**Learning Logs 21**

**Learning Log Sample 22**

**KWLA Worksheet 23**

**Tutorials 24**

**Tutorial Worksheet Sample 25**

**Costa’s Questions Stems and Levels 26**

**Blooms Question Levels 27**

**Grade Tracker 28**

**Irving Independent School District**

**AVID**

**Student Contact Sheet**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student ID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Period** | **Subject** | **Teacher** | **Room #** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **Stripes** |  |  |  |
| **Extra** |  |  |  |
| **Extra** |  |  |  |

**Buddy List**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Student Name** | **Home Phone** | **Cell Phone** | **E-mail Address** |
| **AVID** |  |  |  |  |
| **English** |  |  |  |  |
| **Math** |  |  |  |  |
| **Science** |  |  |  |  |
| **Social Studies** |  |  |  |  |
| **F. Language** |  |  |  |  |
|  |  |  |  |  |

***Your AVID Teacher will make a copy of this completed form for their records.***

**IRVING INDEPENDENT SCHOOL DISTRICT**

**DIVISION OF ACADEMICS**



**AVID VISION**

All AVID students in the Irving Independent School District will develop the skills and the individual determination to complete a college education, obtain a fulfilling career, and live a productive life.

**AVID MISSION**

To ensure that ALL students, and most especially the least served students who are in the middle:

* Will succeed in rigorous curriculum,
* Will complete a rigorous college preparatory path,
* Will enter mainstream activities of the school,
* Will increase their enrollment in four-year colleges, and
* Will become educated and responsible participants and leaders in a democratic society.

AVID’s systemic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance providing more rigorous opportunities for all students.

**GOALS FOR 2008-2009**

1. To continue to open access to rigorous curriculum for all AVID students.
2. To improve AVID student achievement as we increase the number of Pre-AP/AP courses in which AVID students are enrolled.
3. To institutionalize a consistent AVID Program throughout the district.
4. To develop a Trainer of Trainers program for AVID Pathways – integrate curriculum alignment with the district scope and sequence.
5. To continue to utilize the AVID to AVID mentor program.
6. To develop AVID Demonstration Sites.

**What is AVID?**

**AVID stands for Advancement Via Individual Determination.**

It is a program designed to prepare average students in the middle who have the potential to succeed at higher levels.

It is for students who might not have realized they could be successful in the four-year college or university of their choice.

It is for students who have the desire and determination to do their best and take charge of the outcome of their future.

**WICR**

**W-Writing—**Using Writing for Communication and Deeper Learning

**I-Inquiry—**Going Deeper than is what is Seen to Make Connections

**C-Collaboration—**Learning and Working with Peers for Deep Understanding

**R-Reading—**Reading for Relevance and Understanding in all Classes

AVID’s toolbox is called WICR—Writing, Inquiry, Collaboration, Reading. Using strategies in each of these areas, AVID helps prepare students who desire success, pushing them, equal to all, less than none! Organization and Time management are used to help each student realize their full potential.

**AVID Objectives**

* To provide academic instructions and other support for middle school students and to prepare them for entrance into high school and college
* To provide high school students skills to confidently transition into college
* To increase the “coping skills” of students
* To motivate students to seek a college education
* To increase students’ awareness level of career choices
* To help students eliminate the gaps between their potential and performance



**AVID Activities**

* Learning with college tutors
* Writing for and in all classes
* Developing success strategies and study skills for lifelong learning
* Enrolling in Pre-AP/AP coursework
* Continuously planning and preparing for college success
* Preparing for a professional career
* Pursuing job shadowing or career day
* Visiting college campuses
* Interacting with guest speakers
* Participating in extracurricular activities
* Developing leadership skills
* Participating in community service events
* And many, many more

**Parent Letter from the AVID Teacher**

Dear Parents and Students,

Welcome back to the 2008-09 school year!

Your students will be asked to reach new levels of learning never before reached! It will be challenging, fun, and exciting! Our goal is to help your child learn to navigate school better than ever before through study skills, higher level questioning, and college awareness.

**Some things you need know about the AVID classroom!**

**Binders:**

All AVID students are expected to keep a binder that contains the work for all of their classes. It will be graded weekly. Please review this with your student once a week to see if they have it ready to be graded. This is a TEST grade for my class. It needs to have notes from all other academic classes. Electives are not needed. If grading policies and requirements, your child will be informed well in advance.

**Planner:**

All AVID students are required to keep a planner. They need to write down their assignments and daily objectives in this planner. Please sign (Not INITIAL) the signature box weekly to show you have seen the planner. Your child might receive a specific planner, or they might have handouts in their binder that serves as the planner.

**Tutorials:**

Twice weekly, if not more often, your child will be receiving help from college students in tutorials. They need to come prepared with questions over assignments they do not understand. They must also have their notes from class and any other materials that will help them with tutorials. If they are not prepared, they do not receive the help. Students may attend other tutoring sessions outside of the AVID class as needed.

**Supplies:**

These supplies are to be kept in the AVID binder. They must be replaced as needed. Please stock up on things like paper, extra pens, and highlighters when they are cheap! The students to bring the following as soon as possible:

2” ring binder 2 pens pocket dictionary

2 pencils eraser lined paper

2 highlighters tab dividers zip pouch

ruler, protractor floppy disk (optional) small pocket calculator

**Class Guidelines**

The expectations for AVID students apply in **all** classes and activities. I expect AVID students to behave well. I expect them to do the best they can in all their classes. They always need to follow the rules stated in the Irving Student Handbook. In addition, you will also find my class guidelines in this packet. Please go over them with your child.

* I will treat you with respect, so you will know how to treat me.
* Feel free to do anything that doesn’t cause a problem for anyone else.
* If you cause a problem, I will ask you to solve it.
* If you can’t solve the problem, or choose not to, I will do something. What I do

will depend on the person and the special situation.

* If you feel something is unfair, find a constructive way to communicate with me.

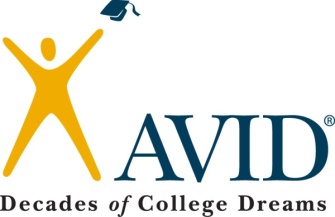
**AVID Contract**

You—parents and students— have signed an AVID contract that states expected behavior. This behavior should be the standard for every AVID Student in ALL Classes. Please keep in mind you are expected to:

* Keep grades as high as possible
* Have Excellent Citizenship
* Come prepared for AVID classroom or tutorial
* Maintain a binder and keep with you at all times
* Take Cornell Notes in all academic classes
* Study at least one hour every night

**Grading**

Every student starts every class with an A. The challenge you have as a student is to maintain that grade through class work, homework, tests and other assignments. Your desire and determination will help make this possible.



My grading, based on Irving ISD policy, is as follows:

100-90 = A

89-80 = B

79-75 = C

74-70 = D

69 and below = F

**Parents and Students: Please write down my contact information so that you can get in touch with me at any time with questions or concerns. I look forward to working with you and your child throughout the year.**

AVID Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Classroom

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



All AVID assignments are worth

100 points.

|  |  |
| --- | --- |
| **Type of Assignment** | **Percentage of Overall Grade** |
| Homework/participation |  |
| Quizzes/C-Notes |  |
| Tests/Binder |  |
| Total |  |

**NOTE: The binder is a test grade.**

**It is Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PARENTS

We know that your support is critical in your child’s success. Your role is greatly appreciated.

Please complete the items below and have you child return to this page to the AVID teacher.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Parent’s** Name |  | | **Child’s**  Name |  |
| **Parent’s** Phone Numbers | Home | Work | | Cell |
| Best Time to Reach You: | | | | |
| Email Address: | | | | |
| *Please tell me something unique about your child you think we should know.* | | | | |

I have reviewed the AVID handbook and read the Parent Letter and Student Expectations. I have discussed these with my child. I understand that the AVID Partnership includes the AVID teacher, the student, and the parent and that we will all work together the success of my child.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_

*Copy of Campus AVID Contract to be placed here.*

*Copy of Campus AVID Contract to be placed here.*

**Binders**

**All AVID students must have a binder. It will be graded weekly for a test grade. This section shows what is necessary in the binder on a weekly basis and how your binder will be graded.**

**Binder Contents**

**The following is a list of the contents of your binder. Your AVID teacher will give you the order that is required.**

* A 3-ring binder (at least 2” and zipper preferred)

NOT A FOLDER!

* Zipper pouch (with pens [blue or black and red-for grading], pencils, highlighters, enforcers, etc.)
* AVID campus planner or calendar
* General Information
* AVID materials and strategies
* Content area materials
* AVID Handbook

|  |  |
| --- | --- |
|  | Notes Page |
|  |  |
| Summary: | |

*Campus Binder Rubric 2008-2009 to be placed here*

*Campus Binder Rubric 2008-2009 to be placed here*

**Directions for Taking Notes**

**Always Remember . . . . STAR**

**Set up your paper:**

Know your notes.

**When** did you take them?

**Which** class are they for?

**What** are they about?

Save **1/3 of the left hand side** of the page for later use.

Leave **space at the bottom of the page** to summarize.

**Take the notes**

While the teacher lectures, while you watch a film, or while you read a text:

Write on the right hand side of the page

**Abbreviate**

**Paraphrase**

Use **symbols** to highlight what is important, or unclear, or to make connections.

**Skip lines** between ideas

**Apply your thinking to the notes**

Alone or with a Study Buddy:

**Study your notes,** clarifying and completing them

Within 24 hours, use the left hand column to:

**Identify main ideas** by writing headers

**Develop questions** for study or clarification

**Connect your notes** to what you have learned before

**Reflect on and Review your notes**

Before a test or quiz, alone or with a Study Buddy:

**Review** the main points

**Summarize** what is important

---**Explain** why that is important,

---**Suggest** how you will use this information

---**Assess** you learning/quiz yourself

**AVID students take Cornell Notes. You might see many other students taking Cornell Notes. We hope that you become such experts in C-Notes that you are teaching your classmates how to take and use awesome notes so you are all very successful!**

**Types of Cornell Notes**

**Basic Cornell Notes**

**Topic:** Name: 🡨highlight! Date: 0/0/00 🡨highlight!

**Basic** **Cornell** Period: Subject:  **Notes**

**Questions Basic Cornell Notes**

Or

**Main Idea** Main Ideas (The Big Pictures!)

Or Abbreviations (Texas = TX)

**Vocabulary** Dates (1492 AD…)

Or Statistics (4000 people, 2000 cattle…)

**Math Problems**

**Use high level** **Remember**: Use telegraphic sentences

**Questions when Example:**

**Possible!** Non-telegraphic: Mrs. Lee is a teacher at Daggett Middle School.

Telegraphic: Mrs. Lee teacher @ DMS.

**Summary: See section on summaries.**

**Math Cornell Notes**

**Topic:** Name: 🡨highlight! Date: 0/0/00 🡨 highlight!

**Math C-Notes** Period: Subject:

**Write sample Notes**

**problems in the**

**question column**

**Ex: 2a + b =**

**Evaluate** 2a + b if 2(4) + 10 =

A = 4 and b = 10 8 + 10 = 18

**Summary: See section on summaries.**

**Types of Cornell Notes**

**Vocabulary Notes**

Topic: Name: 🡨highlight! Date: 0/0/00 🡨highlight!

**C Notes**

**Questions Vocabulary Words**

Example:

5. How does 1. Write the word 1. AVID

AVID help kids 2. Write the definition 2. An acronym for

with potential? Advancement Via

Individual Determination.

3. Write a sentence 3. AVID helps those who

help themselves

4. Write the word 3 4. AVID, AVID,

times AVID

5. Write a study question

**Summary See section on summaries**

There are other types of C-Notes like movies, worksheets, and textbooks.

**Movies:** Look for plot, characters, directors, actors, setting, narrator, lighting, music, etc….

**Worksheets: Write down** questions from worksheets on the left side of notes and answers on the right. **Summarize** using a summary from summary page. **Draw charts or diagrams** if they help you for information needed in the class.

**Textbooks: A great place for NOTES!!! Look for and write** titles, subtitles, vocabulary words, main ideas, charts, graphs, chapter summaries at the beginning and end of chapters. **Look** at pictures and their captions. **Use questions** and write in notes on the **L** side and write answers as you find them in the text on the **R** side.

\*Don’t forget to review & add to your C-Notes at home!

**Summaries**

Q: Why do you have to write summaries?

A: Because they help you remember what it is you took notes on. They also help when you study to quickly skim a page of notes.

**Types of Summaries**

**1. Relationship Summary: It shows how people or things relate to each other. When writing the summary, answer the following questions in the form of sentences.**

**Summary: Example**

Who/What **(WHO)** John Adams **wanted** all colonies to rebel against

wanted England **but** several wanted to stay, especially the Southern

but colonies. **So**, there was a huge argument in the Continental

so Congress. **Then**, finally, they all agreed and created the

then Declaration of Independence

This type of summary can be used in **English, Reading, Social Studies and Science.**

**2. Summing it Up: It sums up a lot of knowledge learned from all sorts of areas. Like the Relationship Summary, answer the one-word questions in the form of complete sentences.**

**Summary: Example:**

Topic: Today, I had to learn how to evaluate algebraic expressions

Detail: Letters stand for numbers

Detail: Numbers are just themselves

Detail: Whatever number is on one side of the equal sign has to be

the same on the other side of the expression is wrong.

Mostly About: Overall, it is a balancing of numbers. The letters are just

unknown numbers. It’s all like a number sentence from

kindergarten!!!

This type of notes can be used in any class!

For AVID choose whichever works for you.

**BUT YOU MUST HAVE Summaries!**

|  |  |
| --- | --- |
| **Class Notes:**  If there was no class lecture, write a paragraph about what you learned and/or questions about what you did not understand.  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Questions/ Main Idea** | Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Notes:** |
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**Learning Logs**

Do the following learning logs at least twice a week for a binder grade. See the next page for the actual worksheet. You can find copies in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Step One:** Choose a class in which something interesting happened this week. Or, think about an event that happened to you or that you noticed.

Begin your learning log with “This week…”

For example,

“This week in AVID, I learned that most students in 12th grade in the United States still only read at the 4th grade level.”

**Step Two:** Choose one of the following prompts, or sentence starters, and complete the thought in complete sentences. If you run out of ideas, use another sentence starter and see where that leads you.

* I was surprised…
* I think…
* I hope…
* I wonder…
* I would…
* I didn’t realize…
* This reminds me of…
* I think it’s important to remember…
* I can see…
* I’m not sure about…
* In the next part, I predict…

**For example,**

“I was surprised by this fact. I always thought we were the smartest country in the world. I wonder why it’s true. I mean, are we a dumb country that doesn’t know how to learn after 4th grade? Is it the teachers’ fault? I hope it doesn’t continue in the future. If so, we could fall as leader in the world…”

**Learning Log SAMPLE**

* I was surprised…
* I think…
* I hope…
* I wonder…
* I would…
* I didn’t realize…
* This reminds me of…
* I think it’s important to remember…
* I can see…
* I’m not sure about…
* In the next part, I predict…

|  |
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| **Name:** 🡨highlight! **Period: Date:** 0/0/00🡨highlight! |
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**KWLA Worksheet SAMPLE**

**This Reading and Learning Strategy can be used for all classes.**

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **W** | **L** | **A** |
| What do I already  **know**? | What do I **want**  tolearn? | What  did I  **learn**? | How can I **apply** what I learned? |
|  |  |  |  |

**AVID Tutorials**

**Question:** Why do we have tutorials?

**Answer:** We have tutorials because AVID students usually take more rigorous classes and need the extra support from the college tutors.

Also, we have tutorials to help each other. Students sometimes can teach each other better than tutors or teachers.

Finally, we have tutorials to take what we have learned to a deeper meaning by using Socratic questioning.

We have them twice a week, usually on Tuesdays and Thursdays

You must come prepared! If not, it is a zero for the day. (If you come without a prepared question, you will participate, but you will not et the full grade).

Even if you come prepared with the question, but are not prepared once you are in tutorial groups, the tutors will give you a zero for the day.

Questions need to be at a Level Two or Three to count. See actual Tutorial on next page. Below is just a sample.

Tutor: Name:

On task whole time? 20 points Date:

On task part time? 10 points Subject:

On task none of the time 0 points AVID Period

Using the following Level 1 through 3 words, write your tutorial question. It needs to make sense.

Level 1: **Define, Describe, Identify, List, Match, Name** (0 points)

Level 2: **Compare, Contrast, Solve, Explain why, Analyze** (12.5 points)

Level 3: **Imagine, Predict, Evaluate, Estimate, If/then….** (25 points)

(See list of words to help choose if these don’t work for you.)

Remember, AVID Tutorials are **not** like traditional school tutoring. They are not meant to be used a study hall or to complete homework you did not complete at home Tutorials are meant to help you think critically and understand deeply.

**Tutorial Sheet SAMPLE**

**Tutor:**  **Name:**

On Task whole time? 20 pts Date: (highlight)

On Task part of time? 10 pts Subject:

On task none of time? 0 pts AVID Period:

Using the following Level 1 through 3 words, write your tutorial question. It needs to make sense.

Level 1: **Define, Describe, Identify, List, Match, Name** (0 Points)

Level 2: **Compare, Contrast, Solve, Explain why, Analyze** (12.5 Points)

Level 3: **Imagine, Predict, Evaluate, Estimate, If/then . . .**  (25 Points)

(See list of words to help choose if these don’t work for you)

**Question Level 2 or 3** (Circle the correct level)

**Notes:** (**30 points**)

Reflection: (What did you accomplish? **Explain**) (**25 points**)

**Your AVID teacher may supply you with a different Tutoring Form to be used during Tutorial Sessions.**

**Costa’s Levels of Questioning**

**Question Stems**

**Use in Tutorials, Socratic Seminars and ALL Classes!**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Level One*** | ***Level Two*** | | ***Level Three*** |
| *Knowledge here is defined as the* remembering *of previously learned information.* | *Use of previously learned information in* new and concrete *situations to* solve problems*; breaking down of information into* distinctparts. | | *Creative or divergent application of prior knowledge and skills to produce new whole. Judging the value of material without a right or wrong answer* |
| ***\*\*aLWAYS STRIVE FOR LEVEL TWO AND THREE QUESTIONS.\*\**** | | |
| **Level 1 Action Words** | **Level 2 Action Words** | | **Level 3 Action Words** |
| able  cite  classify  convert  define  describe  discuss  enumerate  estimate  explain; give examples  identify  list  make sense out of  match  name  paraphrase  read  recorded  reproduce  restate (in own words)  select  state  summarize  trace  understand  view | act  administer  appraise  articulate  assess  break down  chart  collects  compute  construct  contribute  control  correlate  determine  develop  diagram  differentiate  discover  discriminate  distinguish  establish  extend  focus  illustrate  implement  include  infer  inform  instruct  limit  operationalize  outline  participate | participate  point out  predict  prepare  preserve  prioritize  produce  project  provide  recognize  relate  report  revise  separate  show  solve  structure  subdivide  substitute  teach  transfer  use  utilize  validate | adapt  anticipate  categorize  collaborate  combine  communicate  compare  compile  compose  contrast  create  design  devise  express  facilitate  formulate  generate  incorporate  individualize  initiate  integrate  intervene  model  modify  negotiate  plan  progress  rearrange  reconstruct  reinforce  reorganize |
| **Use these words to help formulate higher levels of questions and responses.** | | | |

**Blooms’ Levels of Questioning**

These Levels of Questions are ordered from *simple to complex* and from *concrete to abstract.* Knowledge is basic understanding .Evaluation shows deep, critical understanding.

* Students should move toward questioning and understanding at the more complex.
* Teachers who promote rigor in their classes design lessons and activities get students to work at the highest levels—analysis, synthesis, and evaluation.

**Knowledge: *Students Remember* *what they learn*–** Retrieving relevant knowledge from long-term memory

* Defining
* Describing
* Labeling
* Matching
* Naming
* Selecting

**Comprehension: *Students Understand* *what they learn–*** Determining the meaning of instructional messages, including oral, written and graphic communication

* Interpreting
* Exemplifying
* Classifying
* Summarizing
* Inferring
* Comparing

**Application: *Students Apply* *what they* *Learn***– Carrying out or using a procedure in a given situation

* Applying
* Computing
* Executing
* Demonstrating
* Implementing
* Modifying
* Predicting
* Solving

**Analysis: *Students Analyze what they Learn* –** Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose

* Analyzing
* Breaking Down
* Differentiating
* Comparing
* Contrasting
* Distinguishing
* Organizing
* Relating

**Synthesis: *Students Create from what they Learn*** – Putting elements together to form a novel, coherent whole or make an original product

* Combining
* Creating
* Designing
* Generating
* Planning
* Producing
* Relating
* Revising

**Evaluation: *Students Evaluate*** ***what they Learn****–* Making judgments based on criteria and standards

* Appraises
* Assessing
* Choosing
* Concluding
* Critiquing
* Interpreting
* Justifying
* Supporting

**Grade Tracker**

We need to keep up with our grades to see our progress throughout the year. Data is important because it allows us to see where we are doing well and where we need improvement.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1st** **9 weeks 2nd 9 weeks Semester**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class | PR | PR | Report  Card | Pr | Pr | Report  Card | Report  Card |
| AVID |  |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |
| History |  |  |  |  |  |  |  |
| English |  |  |  |  |  |  |  |
| Language |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**3rd 9 weeks 4th 9 weeks Semester**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class | PR | PR | Report  Card | Pr | Pr | Report  Card | Report  Card |
| AVID |  |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |
| History |  |  |  |  |  |  |  |
| English |  |  |  |  |  |  |  |
| Language |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

PR = Progress Report Report Card = Grade for Course

GPA: Take all grades, add together, and then divide by total number of classes

1st Semester 2nd Semester

**Your AVID Teacher will be checking this form for**

**completion after each grading period.**



**District AVID Coordinator**

**Rachel E. Henley**

**Division of Academics**

**434-0547**

**RHenley@yisd.net**

*Ysleta Independent School District does not discriminate on the basis of race, color,*

*national origin, sex, disability, or age in its programs, activities or employment.*

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*discapacidad, y/o edad, en sus programas, actividades o empleo.*

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